



# BIRKDALE NORTH SCHOOL

## STRATEGIC PLAN 2022 – 2024

### OUR VISION

Proud, unique individuals, who are *creative, passionate and critical learners.*

### Our Values

RESPECT  
INTEGRITY  
PERSISTENCE  
EMPATHY

MANAAKI  
WHAKAKOTAHI  
MANAWANUI  
AROHA

### OUR GOALS

<u>OUR LEARNERS (ĀKONGA)</u>	<u>FUTURE FOCUSED TEACHING AND LEARNING</u>	<u>CULTURAL RESPONSIVENESS</u>
 <p>Learners show independence and ownership of their learning.</p>	 <p>Teachers are skilled, adaptive, and motivated to provide innovative teaching and learning.</p>	 <p>Our community relates respectfully and learns from our diverse cultures.</p>

### OUR INITIATIVES

<p>Motivated risk takers who are engaged and self-directed</p>	<p>Strengthen teaching practices to ensure high quality teaching and learning</p>	<p>Provide experiences acknowledging Te Tiriti o Waitangi and all cultures.</p>
<p>Lifelong learners who think about and reflect on their learning and can take effective action.</p>	<p>Provide opportunities for all learners by meeting the needs of every student.</p>	<p>Our community role models the school values and shows respect for all cultures.</p>
	<p>Provide a rich, innovative, localised curriculum that sets students up for the future.</p>	<p>We are unified through a collective understanding of our school vision and values.</p>



ROAD MAPPING 2022 – 2024



# OUR LEARNERS (ĀKONGA) -

## Learners show independence and ownership of their learning

OUR LEARNERS (ĀKONGA)	Year 1 (2022)				Year 2 (2023)				Year 3 (2024)			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
<b>Motivated risk takers who are engaged and self-directed and are able to take effective action</b>												
Annual survey for students, teachers, and parents to find interests, passions, and strengths (incorporate in the following years planning) Develop a strong student voice		Develop student survey Develop parent survey		Survey		Evaluate student surveys Evaluate parent surveys		Survey		Evaluate student surveys Evaluate parent surveys		Survey
			Me and My school survey				Me and My school survey				Me and My school survey	
<b>Lifelong learners who think about and reflect on their learning</b>												
Develop a plan to support our children to be risktakers who are creative, passionate, and critical learners Develop learning goals in child speak:  Maths  Reading  Writing	Intro to vision and values Vision visible throughout the school		Children can state vision.		Intro to values and Values Focus:							
		Creative as focus (unpack)	Passionate as focus (unpack)	Critical as focus (unpack)	Unpack Respect / Manaaki	Unpack integrity / Whakakot ahi	Unpack Perseverance/ Manawanui	Unpack Empathy/ Aroha				
		Teachers work to with students to develop Maths goals	Maths goals - focus in class	Maths goals established								
				Teachers work with students to develop reading goals	Reading goals - focus in classes	Reading goals established			Teachers work with students to develop writing goals	Writing goals - focus in class	Writing goals established	



## FUTURE FOCUSED TEACHING AND LEARNING –

Teachers are skilled, adaptive, and motivated to provide innovative teaching and learning.

FUTURE FOCUSED TEACHING AND LEARNING	Year 1 (2022)				Year 2 (2023)				Year 3 (2024)				
	Term 1	Term2	Term 3	Term 4	Term 1	Term2	Term 3	Term 4	Term 1	Term2	Term 3	Term 4	
<b>Strengthen teaching practices to ensure high quality teaching and learning</b>													
Strengthen teaching practices to ensure high quality teaching and learning through: Growing teacher understanding of Tikanga Māori and Te Reo Māori Continuing to develop effective pedagogy (Reo Kura and New Zealand History focus)		Reo Kura ( ½ hour sessions)											
	Reo Kaiako												
		Matariki	Marae	Te ao Haka	Whakapapa)	(Marai Matuaka)	(Ako manga)	(Mihimihi)					
<b>Provide opportunities for all learners by meeting the needs of every student.</b>													
Provide opportunities for all learners by meeting the needs of every student.					Continue to develop culturally responsive practises								
<b>Provide a rich, innovative, localised curriculum that sets students up for the future.</b>													
Provide a rich, innovative, localised curriculum that sets students up for the future.	Continuing links to Local curriculum through PD including Māori History								Review of local Curriculum				





# STRATEGIC GOAL: OUR LEARNERS (ĀKONGA)



## Learners show independence and ownership of their learning

INITIATIVE	ACTION	RESPONSIBILITIES	RESOURCES	MEASUREMENTS
<p>Motivated risk takers who are engaged and self-directed</p> <p>Annual survey for students /teachers/ parents</p> <p>Develop a strong student voice so that students are connected to their learning.</p>	<ul style="list-style-type: none"> <li>Develop a student survey and action in term 4</li> <li>Develop a parent survey and action in term 4</li> <li>Use data gathered to support learning and planning for the following year</li> <li>Action Me and My school survey in term 3</li> <li>Analyse and Compare data from Me and My school survey for future focus</li> </ul>	<ul style="list-style-type: none"> <li>SLT (Senior Leadership Team)</li> <li>Teachers</li> <li>Teacher aides</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>The Literacy Learning Progressions</li> <li>BNS OTJ literacy tool</li> <li>NZC</li> <li>Key competencies</li> <li>Wellbeing school survey (NZCER)</li> <li>Me and My school survey (NZCER)</li> <li>Teachers</li> </ul>	<p>By the end of:</p> <ul style="list-style-type: none"> <li>2022 - Student literacy goal setting in child-speak to be completed</li> <li>2023 – Student literacy goal setting used in teaching and learning.</li> <li>2023 – Student maths goal setting in child-speak to be completed</li> <li>2024 – Student maths goal setting used in teaching and learning.</li> <li>Opportunities for students to take risks in their learning is evident ( 2022 – 2024)</li> </ul>
<p>Lifelong learners who think about and reflect on their learning</p>	<ul style="list-style-type: none"> <li>Develop a plan to ensure that children are an active part of</li> </ul>	<ul style="list-style-type: none"> <li>Principal and Deputy Principal.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Learning Progressions</li> </ul>	<ul style="list-style-type: none"> <li>Self-reflection and /or peer reflection</li> </ul>

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Support our children to be risk takers who are creative, passionate, and critical learners.

developing creative, passionate, and critical learners

- Plan teaching and learning to support and encourage children to demonstrate our values R.I.P.E.
- Teachers to develop learning goals in child-speak so that students understand how to achieve the goals.

- Teachers
- Parents/ BNS community

- ELLPS (English Language Learning Progressions)
- Effective Pedagogy in Social Sciences.
- School vision and values
- NZC
- *Making Learning Visible* by Michael Absolum

- Students can interpret and explain the learning goals process at their appropriate level

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Learners who decide goals and determine action steps

- Plan and Scaffold students to understand what action steps mean

- SLT
- Teachers
- PD facilitator
- Students

- Teachers
- Facilitator
- Differentiated Progressions in child speak

- Students can interpret if there is an action required within an inquiry. The “so what”
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# STRATEGIC GOAL: FUTURE FOCUSED TEACHING AND LEARNING



Teachers are skilled, adaptive, and motivated to provide innovative teaching and learning.

INITIATIVE	ACTION	RESPONSIBILITIES	RESOURCES	MEASUREMENTS
<p>Strengthen teaching practices to ensure high quality teaching and learning</p> <p>Grow teachers understanding of Te Tiriti o Waitangi and Te Reo Māori.</p>	<ul style="list-style-type: none"> <li>Teachers will identify areas for growth in effective pedagogy.</li> <li>Develop effective pedagogical practices that make a difference for all learners</li> <li>Implement Whakamānawatia Te Reo Māori programme to grow teachers understanding of Te Tiriti o Waitangi</li> <li>Implement Whakamānawatia Te Reo Māori programme to grow teachers understanding of Te Reo Māori</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Coaches / Mentors</li> <li>SLT</li> </ul>	<ul style="list-style-type: none"> <li>MAC (Māori Achievement Collaborative)</li> <li>Māori Action Education plan</li> <li>Staff meeting</li> <li>PLG (Professional Learning Groups)</li> <li>Ka Hikitia</li> <li>Pacifica Action Education plan</li> <li>Whakamānawatia Te Reo Māori programme – Te Tuatahi Trust,</li> </ul>	<ul style="list-style-type: none"> <li>Teachers track areas of growth in effective pedagogy and are able to demonstrate changes in their practice through their personal Growth cycle</li> <li>Teachers have successfully completed and are using in their practice</li> </ul>
<p>Provide opportunities for all learners by meeting the needs of every student.</p>	<ul style="list-style-type: none"> <li>Develop culturally responsive practices</li> <li>Develop knowledge to deepen our classroom practice through universal design for learning approaches</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>Teachers</li> <li>PLD facilitator(s)</li> </ul>	<ul style="list-style-type: none"> <li>Universal design for learning</li> <li>Learning progressions</li> <li>PLD facilitator</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p>Provide a rich, Innovative, localised curriculum that</p>	<ul style="list-style-type: none"> <li>Make learning visible for teachers and their learners</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>Teachers</li> <li>PLD facilitator(s)</li> </ul>	<ul style="list-style-type: none"> <li>PLD facilitator</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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sets students up for the future.

- Apply local curriculum opportunities through learning
- Align all PD and teaching approaches to the curriculum refresh

- Link within the community relating to learning
  - Curriculum refresh  
Summary hui no 1.
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# STRATEGIC GOAL: CULTURAL RESPONSIVENESS



Our community relates respectfully and learns from our diverse cultures.

INITIATIVE	ACTION	RESPONSIBILITIES	RESOURCES	MEASUREMENTS
Provide experiences acknowledging Te Tiriti o Waitangi and all cultures.	<ul style="list-style-type: none"> <li>• Create an environment which helps children to be confident in their identity and culture</li> <li>• Raise the profiles of Te Tiriti o Waitangi for teacher and students</li> <li>• Explicitly use Te Reo Māori and the languages of our community to greet and farewell</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Facilitator</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Te Ahu Te Reo māori</a> tailor-made te reo Māori professional development</li> <li>• <a href="#">Taku Reo Survey</a></li> <li>• MAC</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Our community role models the school values and shows respect for all cultures.	<ul style="list-style-type: none"> <li>• Priority to develop stronger partnerships with our Māori / Pasifika families</li> <li>• Implement regular and reflective consultation with whanau.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• SLT</li> <li>• BOT ( Board of Trustees)</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Māori / Pacific learners action plans</li> <li>• Ka Hikitia document</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation has taken place and feedback considered</li> <li>• School events are organised to allow unification of our community, ie cultural celebrations, end of year assembly and shared picnic. Informative evenings.</li> </ul>
We are unified through a collective understanding of our school vision and values.	<ul style="list-style-type: none"> <li>• Explicitly display our BNS school Values R.I.P.E and our Vision C.P.C. (Creative, Passionate, Critical learners )</li> <li>• R.I.P.E and CPC become part of the culture of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• BOT</li> <li>• BNS community</li> </ul>	<ul style="list-style-type: none"> <li>• Visible values R.I.P.E and vision (C.P.C) through out the school</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



# Annual Plan 2022



## STRATEGIC GOAL: OUR LEARNERS (ĀKONGA)

### Learners show independence and ownership of their learning

GOALS /INITIATIVES	ACTIONS	RESPONSIBILITIES	RESOURCES	MEASUREMENTS	OUTCOMES	ONGOING EVALUATION
Motivated risk takers who are engaged and self directed and are able to take effective action.						
Annual survey for students	Develop a student survey to find interests, passions, and strengths	Senior leadership team initially	Several options: For years 4-to 6 children a google form may be used. Years 1- 3 may take a different approach where a class collective of information may be gathered on one google form or electronic documents. Small groups or whole class dependant on age and confidence of the children.	draft of survey ready to trial on a group of students by end of term 2. Survey to be ready for delivery to students by the end of term 3. Data from survey will be used to inform and support planning for 2023. Analyse and summarise data from survey midterm 4	Planning for 2023 will reflect and incorporate the student voice collected.	
Annual survey for teachers	Develop a survey to gain understanding of teacher's perspectives of their learners. This will include observations and future focus needed to continue to grow and develop the needs of our students.	Senior leadership team in consultation with all teachers.	Develop a google form for ease of collating data	Survey ready for delivery in term 4 when teachers have had a full three terms with their class. Analyse and summarise data from survey midterm 4	Planning for 2023 will reflect and incorporate data gathered from teacher survey.	

Annual survey for parents/whanau	Develop a survey that will find out the views of parents/whanau in order to enhance the partnership between school and home.	Staff Senior leadership Key community members representing different cultures within our school.	Several different approaches will be needed to collect this data. ~ electronically on a google form. ~ inviting specific cultural group together and collect data through a less formal approach ~ one on one with some parents ~ a pop in evening /afternoon with a variety of methods to collect information is available – electronic, paper or simply having a conversation with another person.	Draft a survey ready to trial on a small group early term 3 Survey ready early term 4 for delivery Analyse and summarise data from survey midterm 4	Planning for 2023 will reflect and incorporate data gathered from parent survey.	
Develop a strong student voice	Administer Me and MY school survey for year 4 – 6 students.	Anne- Marie Teachers Year 4-6 students	Online resource on NZCER. <a href="https://www.nzcer.org.nz/tests/me-and-my-school">https://www.nzcer.org.nz/tests/me-and-my-school</a>	Survey administered mid-term 3	Data informs teachers and SLT of trends. Supports reporting and future focus for planning.	

### Lifelong learners who think about and reflect on their learning

Make sure our school vision is visible	Display Vision throughout the school.	Annette Taryn Teachers students	Vision to be designed to be attractive eye catching: Proud, unique individuals, who are <b>Creative, Passionate</b> and <b>Critical learners. (CPC)</b>	Before the beginning of the term the Vision should be in every classroom, office, staff room, library, and hall. It will be visible wherever there are people to see it.	This will support and encourage the culture of our school and CPC will be common language	
Introduction of school vision to students and community	Students will learn about and understand the BNS vision and be able to link it to their learning.	Teachers Students Admin staff Community / whanau	Website Facebook Teachers – incorporated into everyday chat in their lessons /planning etc. Community / Whanau – talk about vision and incorporate in stationary, emails, all social media. Introduction at Meet the Teacher Evening.	Term 1 - Integrated into class treatises. Term 2 – focus on Creative Term 3 – focus on Passionate Term 4 – Focus on Critical Term 4 - Become an integral part of the	The vision will be clear and part of the culture at BNS.	

				conversations at all assemblies/ meetings and class discussions. Term 4 - Children can talk about what the vision means for them.		
Revisit school values and link to vision	Talk about the values linking to vision and PB4L (Positive Behaviour for learning)	SLT Teachers Teacher aides	Website PB4L Teaching for positive behaviour – ministry resource	By the end of 2022 students will be able to make links though PB4L to the school values	The values will be clear and part of the culture at BNS.	
Develop a plan to allow our students to be risk takers with a focus on Maths learning goals.	Develop appropriate maths goals	SLT Teachers Students	PaCT Mathematics framework <a href="https://curriculumprogressstools.education.govt.nz/lpf-tool/">https://curriculumprogressstools.education.govt.nz/lpf-tool/</a> Maths standards NZ Maths Updated Curriculum refresh	Term 1 and 2 – development of Maths goals and learning behaviours. Term 3 – Maths goals and behaviour initiated and practised within the class Term 4 – At least 50% of the students are able to say what they are working on and discuss next steps with their teacher or peer.	The students think about and reflect on their learning.	



# Annual Plan 2022



## STRATEGIC GOAL: FUTURE FOCUSED TEACHING AND LEARNING

### Teachers are skilled, adaptive, and motivated to provide innovative teaching and learning

GOALS /INITIATIVES	ACTIONS	RESPONSIBILITIES	RESOURCES	MEASUREMENTS	OUTCOMES	ONGOING EVALUATION
<b>Strengthen teaching practices to ensure high quality teaching and learning</b>						
Grow teacher understanding of Tikanga Māori and Te Reo Māori	Develop teachers' knowledge of Tikanga Māori and Te Reo Māori.	Teachers SLT Teacher aides	Whakamānawatia Te Reo Māori. – Reo Kaiako MAC (Māori Achievement Collaborative)	End of term 1 – all teachers completed 9 one-hour PD sessions.	Teachers have built some knowledge and confidence to deliver the Te Reo programme.	
Develop effective pedagogy for the delivery of Tikanga Māori and Te Reo Māori.	Teaching half an hour a day the Reo Kura programme.	Teachers SLT Tutor from programme.	Whakamānawatia Te Reo Māori. – Reo Kura Whakamānawatia Te Reo Māori. – online resources. He Reo Tupu, He Reo Ora MAC (Māori Achievement Collaborative)	Terms 2,3 and 4 – ongoing ½ hour Te Reo lessons and resources. By the end of the year at least 50% of the teachers will effectively delivering the Reo Kura programme.	Teachers feel confident to deliver Tikanga Māori and Te Reo Māori	
Gain knowledge and understanding to teach New Zealand History effectively	Teaching New Zealand History within the School Concept	Teachers SLT	Tamsin Hanley New Zealand History resource Whakamānawatia Te Reo Māori. – online resources. New Zealand histories draft document  <a href="https://ssol.tki.org.nz/Aotearoa-New-Zealand-s-histories-draft-curriculum">https://ssol.tki.org.nz/Aotearoa-New-Zealand-s-histories-draft-curriculum</a> Updated Curriculum refresh	Term 2 focus – Matariki Term 3 focus – Marae Term 4 focus – Te ao Haka	Teachers feel confident to deliver some New Zealand History.	

				By the end of the year at least 50% of the teachers will effectively delivering elements of New Zealand history.		
Provide a rich and Innovative localised curriculum that sets students up for the future						
Continue to develop our student's profile / learner disposition within BNS local curriculum	Develop a shared description of our aspirations for each student to have achieved by their last year of school	Teachers Students Kahui Ako	Ministry funded PLD hours Teachers Students Updated Curriculum refresh	This initiative links closely to the development of Maths goals and learning behaviours. Term 4 – profiles will be still developing but students are able to talk about their pathway as further work is continued over 2023 and 2024.	A more clear pathway for our students continues to develop.	
Make links to local history	Align New Zealand history with our local area. (Birkdale, North Shore, Auckland)	Teachers Students Local Iwi Local historians	Whakamānawatia Te Reo Māori. – Reo Kura Whakamānawatia Te Reo Māori. – online resources. He Reo Tupu, He Reo Ora MAC (Māori Achievement Collaborative) <a href="https://ssol.tki.org.nz/Aotearoa-New-Zealand-s-histories-draft-curriculum">https://ssol.tki.org.nz/Aotearoa-New-Zealand-s-histories-draft-curriculum</a> Updated Curriculum refresh	Term 2 focus – Matariki Term 3 focus – Marae Term 4 focus – Te ao Haka By the end of the year at least 50% of the teachers will effectively delivering elements of New Zealand history with clear links to our local history	Teachers feel confident to deliver some specific local History.	



# Annual Plan 2022



## STRATEGIC GOAL: CULTURAL RESPONSIVENESS.

### Our community relates respectfully and learns from our diverse cultures.

GOALS /INITIATIVES	ACTIONS	RESPONSIBILITIES	RESOURCES	MEASUREMENTS	OUTCOMES	ONGOING EVALUATION
<b>Provide experiences acknowledging Te Tiriti o Waitangi and all cultures</b>						
Provide experiences acknowledging Te Tiriti o Waitangi: The principles: Partnership Protection Participation	Engage whanau and all community to take part in the learning offered around Te Reo Māori.	SLT Board Our Māori community iwi, whanua	Whakamānawatia Te Reo Māori. – Reo whānau MAC (Māori Achievement Collaborative)	Term 3 – community consultation ? feedback around Te Reo Māori offered and  By the end of the year 40% engagement of our community / whanau in response to online Te Reo Māori learning offered.	Whanau /parents feel connected to learning within BNS. Working towards normalising Te Reo in our school and community	
<b>Our community role models the school values and shows respect to all cultures</b>						
Our community role models out school values and shows respect for all cultures	Hold an information evening to share our charter, vision, and school values.	SLT Teachers BOT School community	Charter Example of what BNS means..	Term 1 – 60% of our community attending information evening.	The vision and values will be clear and part of the culture at BNS and its community.	

Develop stronger partnerships with our Māori whānau / community	Hold a whānau hui to strengthen home – school relationships.	SLT Teachers BOT Māori whānau / Community	Māori Whanau Local iwi connections Hui environment (not necessarily in school) Kai	Term 2 – hui set in place – 30% Māori Whānau Term 3 and 4 – development of a whānau group who could meet on a regular basis (1 – 2 times per term)	A partnership will begin to be established to build on developing Tikanga Māori and Te Reo Māori in BNZ.	
Develop stronger partnerships with our Pasifika community	Hold a Pasifika Fono to strengthen home- school relationships	SLT Teachers BOT Pasifika Community	Pasifika community Local Pasifika connections Fono environment ( not necessarily in school) Food	Term 2 – Fono set in place – 30% Pasifika community Term 3 and 4 – development of a fono group who could meet on a regular basis (1 – 2 times per term)	A partnership will begin to be established to build on developing our Pasifika community needs and expectations in BNS	
<b>We are unified through a collective understanding of our school vision and values</b>						
BNS school value and vision will become part of the school culture	Display and be proactive in the visibility of our vision and values.	Taryn Annette SLT Our school community	Website School environment Facebook Schools app	By the end of term 1 we have a clear visibility and coverage within the school and wider community. Term 4 – 50% of our parents will be developing the values and vision with their children.	The vision and values will be clear and part of the culture at BNS and its community.	



